

# **Improving Students' Reading Comprehension of Descriptive Text through KWL (KNOW-WANT-LEARN) Strategy at SMPN 9 Banjarbaru, Kalimantan Selatan.**

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## **ABSTRACT**

English language has basic skills; speaking, reading, writing, and listening. One of these basic skills which is still difficult and complicated for the students to learn is reading. Some problems which could be found in reading are: (1) finding the meaning of new words, (2) the lack of vocabulary, (3) less motivation, and (4) less interest in learning English. The researcher thought that through KWL (KNOW-WANT-LEARN) Strategy, the students' can improve their Reading Comprehension of Descriptive Text of animals. The research answered this main question: How can 32 students of VIII F Class at SMPN 9 Banjarbaru in academic year 2016/2017 improve their Reading Comprehension of Descriptive Text through KWL Strategy?

Research methodology was conducted by using Classroom Action Research (CAR) that was done from October 26 to November 10, 2016 in even semester of academic year 2016/2017 of SMPN 9 Banjarbaru, Kalimantan Selatan which involved 32 students of VIII F Class.

There were two cycles used in this research and each cycle consists of planning, acting, observing, and reflecting. The result indicated that there is an improvement of students' reading comprehension of descriptive text by using KWL Strategy. It can be seen from: (1) the students' behavior in paying attention in teaching and learning, (2) participation of students' who were active, (3) enthusiastic of students' activity in reading, (4) score result of Initial Reflection (IR) was 52.34, (5) Reflection result of (X1), (X2), (X3), and (X4) were 59.69, 67.19, 75.00, and 82.19 which showed the progress of Students in Reading Comprehension of Descriptive Text by Using KWL Strategy. It can be concluded that implementation of KWL Strategy in reading comprehension of descriptive text is effective and appropriate for the students to improve their reading comprehension.

**Key words:** Reading Comprehension of 32 students of VIII F Class at SMPN 9 Banjarbaru, Kalimantan Selatan, descriptive text, KWL (KNOW-WANT-LEARN) Strategy.

## **INTRODUCTION**

Listening, speaking, reading, and writing are abilities of English that ought to be aced by the learners. In near nations, individuals communicate with each other by utilizing this dialect. English isn't fair being utilized in our nation as a remote dialect but one of the subjects being instructed at school begun from kindergarten up to college level. Reading is one of the fundamental abilities that ought to be aced by learners. Based on the explanation of Addison (1996:23) it can be concluded that perusing aptitude is required to be instructed and aced by learners in all levels of instruction; that's to comprehend writings in composed shape.

Learners as the reader might get more data and to pick up information from books, magazines, daily papers, books, articles, notices, work opportunities, etc. The more we examined, the more we seem to get what we examined.

Based on a cite from Nunan (2003:69) which implied reading was one of the learners' fundamental abilities not as it were to be aced and victory in learning English but moreover in learning any substance class/course where reading is required. Perusing isn't basically interpreted word by word. Hence, the learners anticipated comprehending the writings studied writings in great articulation, and discover the meaning of words in a text. Reading is additionally valuable for dialect procurement. Based on Harmer (2007:99), learners could enrich their vocabularies through reading and may well be concluded from that articulation over that the learners not as it learned almost linguistic use, but to elocution, spellings, and meaning of words to be progressed in English. The learners too might get data from the content, would be pleasant for what they examined, and they can create the reading aptitudes that they need.

Numerous understudies discover challenges in learning English, particularly in perusing. Based on a cite of Nuttal (1982:3), it can be said that understudies found challenges to comprehend writings in composed materials. The moo perusing accomplishment seem provide moo performance of the understudies and school framework. To achieve students', require toward perusing, KTSP (Kurikulum Tingkat Satuan Pendidikan) gives perusing to be instructed and learned in Junior High School. SMPN 9 Banjarbaru is one of school which utilized KTSP as their guided in educating and learning. Competency standard of Junior High School has reason in English educating which the learners seem react meaning from content. Standard completeness in SMPN 9 Banjarbaru is  $\geq 70$ , but the understudies as it were reach 50-65. In this way, the analyst centered on graphic content of creatures to comprehend writings.

The researcher interviewed an English teacher and found numerous of the eighth reviews in SMPN 9 Banjarbaru have troubles comprehending reading content and they seem not reach score  $\geq 70$  as least dominance model. The analyst might conclude that understudies had a few issues: (1) to discover out the understood and express of fundamental thought, (2) to know the meaning of unused lexicon from a content, (3) have less concentration, (4) have less inspiration in reading, (5) detached, and (6) see bored with the repetitive content.

Related to the variables that were specified some time recently, the researcher was interested to conduct one of procedures to comprehend content effectively by utilizing KWL (KNOW-WANT-LEARN) Procedure.

According to Paris (1987:37), students could comprehend text through KWL Strategy by using the first phase K (Know); that is to activate the students' background of knowledge by collecting their opinions and information that they have known from the topic. The next phase is W (Want to know), that is to determine or predict what

additional information they need. In last phase is L (learnt); what the students had learned from the text. It is anticipated that by utilizing KWL (KNOW-WANT-LEARN) technique would be compelling and suitable to progress students' reading comprehension of expressive content; they might get more data by expand with their claim information, get to what they know, choose what they need to memorize and whether it is likely to be within the entry, and choose what however should be done after reading, and increment their motivation. Based on Ebbutt (1993: 45), can be concluded that Classroom Activity Inquire about is required to appear students' change within the instructing and learning. Information collection in this inquire about comprise of interviews, field notes, perception sheets, reading content and photos.

Based on interviews with the English teacher, the eighth F review understudies at SMPN 9 Banjarbaru, Kalimantan Selatan still have challenges in comprehending the content particularly to found out certain and express fundamental thought in content, to discover the meaning of unused vocabularies from content and less inspiration in learning English. Related to that clarification, the analyst conducted Classroom Activity consider and thought presented in the KWL procedure can create students' comprehension.

Based on background study about, inquire about address for this issue to be illuminated: How can 32 understudies of VIII F Course at SMPN 9 Banjarbaru in the scholarly year 2016/2017 progress their Perusing Comprehension of Graphic content through KWL Strategy? This thinks about was concerned to progress 32 students' in Perusing Comprehension of Graphic Content of creatures by Utilizing KWL Technique. Show think about is anticipated that the study result is useful for the eighth F Course of SMPN 9 Banjarbaru in the scholastic year 2016/2017.

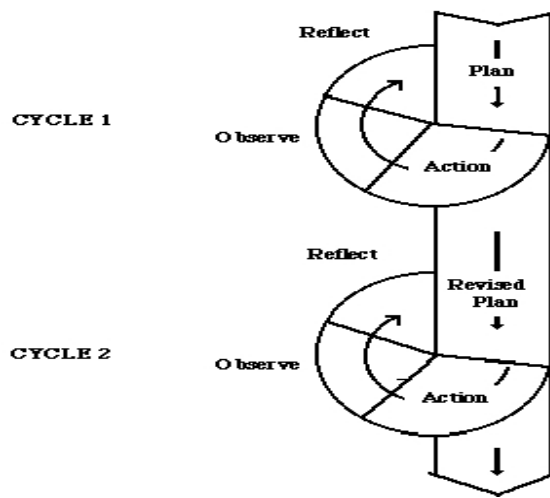
The objective study is the point to educate and create students' reading comprehension. Relating issues within the consider over, targets ponder of Classroom

Activity Investigate are: (1) to know whether or not to make strides the perusing comprehension of graphic content through KWL Procedure of VIII F understudies of SMPN 9 Banjarbaru in the scholastic year 2016/2017, and (2) to know what issue emerge amid the enhancement.

## **METHOD**

The investigate subject of this consider was eighth F understudies at SMPN 9 Banjarbaru, Kalimantan Selatan, which has 32 understudies in the scholarly year of 2016/2017. These understudies ought to be made strides in their perusing comprehension by utilizing KWL Procedure since this course has an issue in it. Design of Inquire about was Classroom Activity Investigate (CAR) which has reason to progress the researchers possess instructing in perusing comprehension of eighth F understudies of SMPN 9 Banjarbaru, Kalimantan Selatan. This investigation handle connected two cycles which utilized four steps; arranging, acting, watching, and reflecting. Beginning Reflection (IR) and Reflection (R) test were utilized in course; IR test is utilized to evaluate students' capacity in progressing perusing comprehension sometime recently the activity being done. In the interim, the R test is utilized to evaluate the students' capacity after the activity being exhausted in class.

Kemmis and Mc Taggart in Burns (2009:10) expressed that the Activity Investigate has essential stages; arranging, reflecting, watching, and reflecting. The show was outlined in figure 3.2. This show is valuable since it communicated briefly the fundamental stages in this activity investigate consider. Subsequently, the analyst chosen to utilize this demonstrate to conduct an Activity Inquire about consider.



**Figure 3.2 Action Research Model Based on Kemmis and Mc Taggart**

### **3.2.1 Planning**

Before conducting the lesson, the researcher must organize the activities to identify the students' problems in class. In this phase, the teacher should: (1) designed plans to conduct the action, (2) preparing reading texts of descriptive, (3) arranging Reflection (R) tests for each meeting in Cycle I and Cycle II, (4) preparing pictures, (5) preparing KWL charts for the students.

The researcher tended to used KWL Strategy in learning method to improved students' Reading Comprehension

### **3.2.2 Acting**

In this stage, the analyst carried out the acting in classroom after arranging the concept. The point of this acting is to move forward students' Perusing Comprehension of Graphic Content through KWL Technique. The acting is executed in two cycle where in each cycle is wiped out two gatherings. The points utilized are adjusted from web and English course book. The analyst collaborates beside an English instructor will watch

conjointly record students' responses amid their exercises in course. The analyst will conduct Reflection test for each cycle after the educating and learning is given.

The starting of the instructing handle was pre-activities; (1) the analyst welcomed the understudies and check their participation list, (3) the analyst told the understudies the objective of the movement, (4) the analyst instructed approximately KWL Technique, KWL Chart and gave cases almost the subject, and (5) analyst persuaded understudies. The time assignment for this action was arranged around 15 minutes.

In moment handle was whereas learning movement; (1) Analyst gave a theme to understudies, (2) Analyst inquired understudies what they know around the subject by actuate their foundation of information, (4) Analyst appears the picture of an creature as the subject of perusing content and inquires understudies to depict it in common, (5) Analyst gave worksheet of KWL Chart to understudies, (6) Analyst inquired understudies to fill K column for what they KNOW around the subject and W column for what they need to know almost the subject, (7) Researcher gave a perusing section of expressive content of creatures, (8) Analyst inquired understudies to perused the total content and attempt to discover the reply to students' questions from W column, (9) Analyst inquired understudies to fill L column; to compose down answers from W column after perusing the content, (10) Analyst leaded the understudies to have a dialog and inquired understudies almost their troubles, (11) Analyst gave person test for the understudies and understudies reply the questions by choosing A, B, C, or D within the organize of numerous choices of the expressive content, and (12) analyst assess the entire action. The analyst arranged these exercises for around 60 minutes.

The analyst gave R test in a day after the execution of KWL Procedure in Cycle I and Cycle II. The test utilized the different choices test. For the third handle was post-activity; (1) Analyst inquired understudies whether they have questions and talked about what they have learned and (2) Analyst gave homework to understudies to look from

other sources to the reply of their questions they have made in W column that seem not found from the perusing content. These exercises took 15 minutes.

### **3.2.3 Observing**

Observing will be done during the acting in the classroom; that is to observe the students' activity, attitudes and behavior of the students and also the process of the acting whether it runs well or not.

There are four variables which were observed in this research: (1) students' behavior, (2) teacher's role in teaching reading, (3) learning materials, and (4) teaching technique.

Klingner, Vaughn, and Boardman (2007) defined that the students' behavior could be seen from their activities before read a text, while read a text, and after read a text. The researcher observed students' activities before read the text; to pay attention to uncolored and color pictures of animals, to predict the topic, and to ask some questions about the topic. In activity while read a text, the researcher observed the students' behavior to find difficult words in a text by using dictionary, look for clues and try to figure-out the meaning of a text to find main ideas. The researcher also observe students' behavior after they read a text; to write down the information found from text and to compare the information from the text with the information they known from their background knowledge.

According to Klingner, Vaughn, and Boardman (2007) teacher has an important role in teaching reading comprehension to students and the used of materials is needed to support the learning and teaching process. In this study, researcher introduce the use of KWL Strategy, guides students in practice, gives instruction, gives feedback, monitor the students' improvement, check their understanding and help them when they find difficulties. The researcher also used colorful pictures to make students' interested and focused in the material.



Based on Ros and Vaughn (2002) the utilize of KWL Technique is to enact students' foundation of information of the subject which given by the analyst, to create understudies' reactions to the methodology, and the students' understanding of the content

### **3.2.4 Reflecting**

Reflecting is the activity which has been done after action in classroom. In this phase: (1) teacher had reflected on everything done and make conclusion as the result and (2) the teacher listed all the weakness and the strength which could found during and after the action, so she could have evaluated and improved in next action of Cycle II if it is no improvement of Cycle I.

The analyst collected information of show consider by giving Beginning Reflection (IR) of perusing comprehension some time recently the activity and Reflection (R) tests were given in each cycle after the students' activity in lesson.

IR test utilized numerous choice things comprised of 20 questions. It utilized images A, B, C or D for anticipated reply inside 1 point for each adjust reply and point for inaccurate reply. IR test not as it were reflect accomplishment of understudies in perusing comprehension but too can offer assistance the analyst to form lesson arrange or instructing situation as reference. Reflection (R)-test was utilized to degree the students' accomplishment after the activity and to look at the viability of the activity in each cycle. R-test utilized different choice things frame with 10 questions which included alternative; A, B, C, or D. Understudies crossed adjust alternatives has 1 point and point for erroneous reply.

Data collection which was taken from eighth F students at SMPN 9 Banjarbaru, Kalimantan Selatan were qualitative; which was gained through the observation during and after the action. It used interview, field notes, observation sheets and photographs,

and quantitative; collected by administering IR-test and R-test. Multiple choice tests is given to gathered the data of the achievement of reading comprehension.

The method of gathering information as takes after: to begin with, IR-test was managed by analyst to understudies some time recently activity of execution; to look at what they as of now known some time recently by conceptualizing their background of information approximately the subject to be examined. From result of IR test, analyst seem get ready the fabric and decide post-test. In case score of R-test in Cycle II still moo, the analyst can donate other R test after the activity of execution in Cycle II.

There are two types of raw scores for this research: (1) score of IR test which indicated the students' pre-existing reading comprehension ability, and (2) score showed the R test result of the students' progress after the action.

Two stages in analyzing the data in this action research: (1) Correction; IR test which presented in qualitative data, show students' achievement before the action. The correct answer gets ten (10) and wrong answer gets zero (0). For R test that was presented in quantitative data show the students' progress after the action. Ten (10) point for rectify reply and zero (0) point for off-base reply. To found out the cruel score of two R test in each cycle. (2) Analyzing scores; which was within the crude score frame of quantitative information; computing normal scores or cruel scores of IR, R of (X1), (X2), (X3), and (X4). Cruel score was gotten from checking all scores and partitioned by number of the person of the understudies. The computing equation for getting the cruel which was received by Bachman (2004:546) was as take after:

$$M = \frac{\sum X}{N}$$

M = Mean Score of Students' Reading Comprehension

$\sum X$  = Sum of Total Scores

N = Total number of students

mean score gotten by the subject in Beginning Reflection (IR) was compared with cruel score of comparing in Reflections (R) of X1 and X2 in Cycle I and Reflections of X3 and X4 in Cycle II. It appeared clearly the distinction between IR, R (X1), and R (X2). This ponder was conducted in eighth F Lesson comprises of 32 understudies at SMPN 9 Banjarbaru, Kalimantan Selatan and this school utilized  $\geq 70$  as the least dominance model (KKM) in English course.

## **RESULT AND DISCUSSION**

Findings and discussion of inquire about strategy comprises of the taking after area of the information within the display consider: surveillance, reports of Cycle I and reports of Cycle II, comes about of perception and result of reflection. Prepare in collecting the students' test result of Perusing Comprehension of Graphic Content as information were gotten in discoveries of think about. The table, chart, and depiction of the discoveries were within the shape of reflection result. The collected information by utilizing multiple-choice frame appeared the change of Perusing Comprehension of Expressive Content through

### **4.1 Finding**

#### **4.1.1 Data Presentation of CAR Implementation**

Researcher had done preliminary data to found out condition of the class by giving interview, observation, and Initial Reflection before the CAR implementation.

#### **4.1.2 Result of Interview before Class Implementation**

The interview which was held on Monday, October 24, 2016, beginning at 08.00 - 08.30 A.M. Based on the clarification of English educators approximately the condition in course, the analyst seem concluded that 32 of eighth F understudies had challenges in perusing comprehension and the educator might not found sorts of technique to

connected in instructing and learning prepare to illuminate students' Reading Comprehension.

Lower score of English subject especially in reading test among the eighth grade students at SMPN 9 Banjarbaru was the VIII F class. The students' thought that English subject was complicated and the reading text was difficult to understand, they were lack of vocabularies because they were lazy to open their dictionaries and most of them were lazy to bring their dictionaries to school, they used more *Bahasa* than English, and the class was noisy. As the result, the students didn't understand the text and answered incorrectly. Based on the school policy, if the students cannot reach the criteria minimum of achievement  $\geq 70$ , they won't passed for the English subject.

Based on facts above, the researcher taught Reading Comprehension of Descriptive Text by Using KWL Strategy in VIII F Class.

#### **4.1.3 Result of Initial Reflection (IR) and Reflections (R)**

This segment portrayed result of IR and R in Perusing Comprehension by Utilizing KWL Methodology of 32 understudies in eighth F Course at SMPN 9 Banjarbaru, Kalimantan Selatan.

##### **4.1.3.1 Students' Score in Initial Reflection (IR)**

Researcher found out IR results of Students' Reading Comprehension after the researcher gave Initial Reflection (IR). IR result were calculated to find IR scores students at eighth F grade of SMPN 9 Banjarbaru which could be seen as follow:

$$\text{The IR Score} = \frac{\sum X_0}{N} = \frac{1.675}{32} = 52,34$$

$\sum X_0$  = The sum of Students' Initial Reflection Total Score

N = Total number of the students

From IR result appeared that understudies had a few issues in Perusing Comprehension of Expressive Content. Cruel score of students' pre-test was as it were

52. 34. It implied that students' perusing comprehension was still too far from least criteria score  $\geq 70$  as standard score to fulfilled English subject at SMPN 9 Banjarbaru.

#### 4.1.3.2 Students' Score in Reflection of Cycle I

Researcher gave treatment in cycle I after knowing the students' score in Initial Reflection (IR). To found out result of Cycle I, researcher gave Reflection (X1) and (X2). Students' Reflection (R) scores were calculated to find score of (X1) and (X2) in Cycle I.

The Reflection (X1) and (X2) in cycle I can be seen as follows:

$$1. \text{ Reflection score (X1)} = \frac{\sum X1}{N} = \frac{1.910}{32} = 59.69$$

$$2. \text{ Reflection score (X2)} = \frac{\sum X2}{N} = \frac{2.150}{32} = 67.19$$

$\sum X1$  = Sum of the Students' Reflection (X1) Total Score

$\sum X2$  = Sum of the Students' Reflection (X2) Total Score

N = Total Number of Students

From result of students' post-test in Cycle I appeared the accomplishment of the Students' Perusing Comprehension of Expressive Content. In spite of the fact that cruel scores of Reflection (X1) and (X2) in Cycle I was higher (67, 19) than cruel score of IR (52, 34), it still beneath the least criteria score which was  $\geq 70$  to achieve in English subject at SMPN 9 Banjarbaru. Cruel score of Reflection (X1) was 59.69 and (X2) was 67.19 with the full number of 32 understudies.

#### 4.1.3.3 Students' Score in Reflection of Cycle II

Researcher gave treatment in Cycle II by giving Reflection (X3) and (X4) after knowing Reflection results in Cycle I which were still low. Reflection scores (R) calculated to find (X3) and (X4).

The Reflection scores of post-test of each session in Cycle II could be seen as follow:

$$1. \text{ Reflection Score (X3)} = \frac{\sum X3}{N} = \frac{2.400}{32} = 75.00$$

$$2. \text{ Reflection Score (X4)} = \frac{\sum X4}{N} = \frac{2.630}{32} = 82.19$$

$\sum X3$  = Reflection (X3)

$\Sigma X_4$  = Reflection ( $X_4$ )

N = Total Number of Students

Result of Reflection scores ( $X_3$ ) and ( $X_4$ ); 75.00 and 82.19 which shown that the eighth F review understudies at SMPN 9 Banjarbaru was expanded in their Perusing Comprehension of Graphic Content by Utilizing KWL methodology. Inquire about finding scores in each session of Starting Reflection (IR) and Reflection of ( $X_1$ ), ( $X_2$ ), ( $X_3$ ), and ( $X_4$ ) comes about may be seen as follow:

**Table 4.5 Research Finding Scores in Each Session**

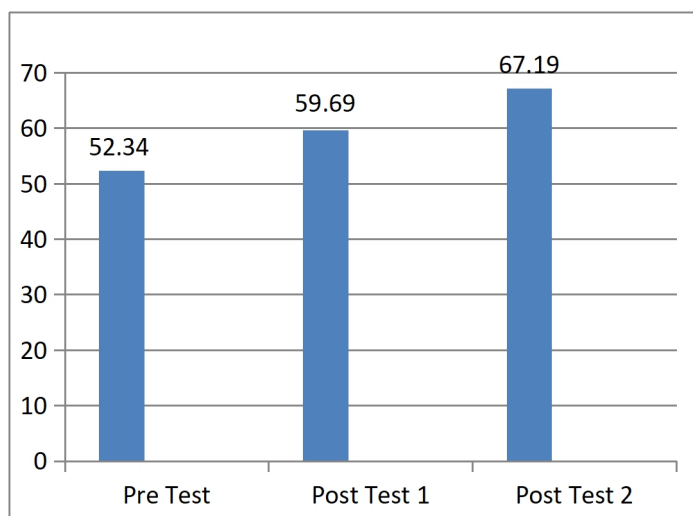
PRE-CYCLE	PRE-TEST ( $X_0$ ) = 52, 34
CYCLE I	POST-TEST ( $X_1$ ) = 59.69 POST-TEST ( $X_2$ ) = 67.19
CYCLE II	POST-TEST ( $X_3$ ) = 75.00 POST-TEST ( $X_4$ ) = 82.19

From the cruel scores of each session appeared the students' accomplishment. It might be concluded in which understudies of eighth F review at SMPN 9 Banjarbaru essentially made enhancement in Perusing Comprehension of Clear Content of creatures by Utilizing KWL Methodology.

From mean scores of Reflection (X1) and (X2); 59.69 and 67.19 in Graph 4.1, shown increased of students' ability in reading comprehension was higher than the Initial Reflection (X0) score; 52.34.

**Graph 4.1**

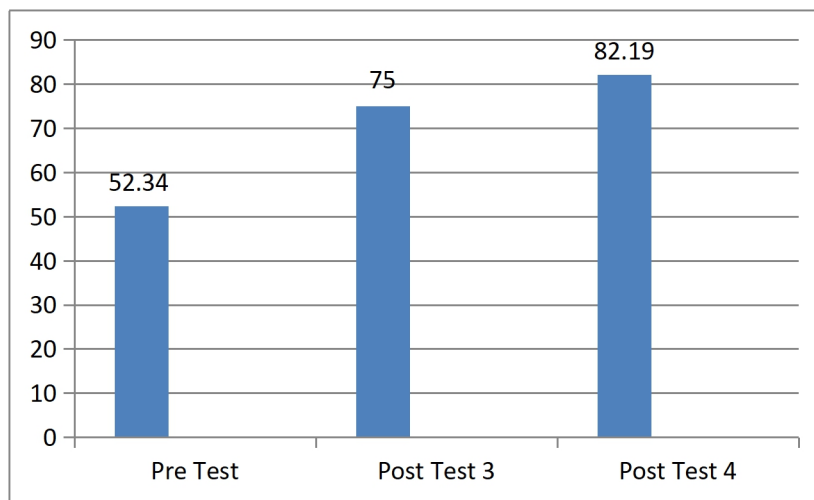
**Data Graph of the Students' Scores in Reflection (X1) and (X2) of Cycle I**



Reflection score result in Cycle II may well be seen in chart 4.2. Cruel score of (X3) and (X4) were 75.00 and 82.19. These scores were much higher than the cruel score of Beginning Reflection; 52.34.

**Graph 4.2**

**Data Graph of the Students' Scores in Reflection (X3) and (X4) of Cycle II**



#### **4.1.3 The Treatment During and After the Action**

##### **4.1.4.1 The Treatment During and After the Action in Cycle I**

The treatment during and after the action, the English teacher as the collaborator observed the class by filling out the observation sheet to be analyzed everything happened in the class. The observation sheet used the checklist and numerical. The result of the observation in class were: (1) the students still unfamiliar with that KWL strategy, (2) less vocabulary, (3) didn't know the meaning of new words, (4) students were noisy and tired because they had done sport activity outside the class before they were taught English, and (5) some of the students still had low interest and motivation to learn English. The researcher then conducted next treatment in cycle II to increase the Students' Reading Comprehension of Descriptive Text by Using KWL Strategy.

##### **4.1.4.2 The Treatment During and After the Action in Cycle II**

As the collaborator, the English teacher observed the class by filling out the observation sheet to be analyzed everything happened in the class during and after the



action. It used checklist and numerical on the observation sheet. The result of the observation in class: (1) the students already familiar with the KWL strategy, (2) they also could find new words from dictionaries and (3) could checked their vocabularies, (4) they were more active in making questions in English and (5) most of the students had high interest and motivation in learning English.

## **4.2 DISCUSSION**

Based on Inquire about Discoveries, 32 understudies of VIII F review at SMPN 9 Banjarbaru, Kalimantan Selatan might make strides their Perusing Comprehension of creatures by Utilizing KWL Procedure. This procedure is successful and suitable to utilize; understudies delighted in the lesson amid the method of instructing and learning. IR result some time recently KWL Methodology was actualized appeared students' capacity was still moo. It might be seen from cruel of IR score (X0) gotten by understudies in perusing comprehension was as it were 52.34.

Reflection result of (X1) and (X2) in Cycle I shown the increasing means scores; 59.69 and 67.19. These mean scores in Cycle I shown students' progress in Reading Comprehension of Descriptive Text by Using KWL strategy although mean score was still under the minimum criteria of success  $\geq 70$ .

The reflection result of (X3) and (X4) in Cycle II after execution of KWL Methodology appeared the expanding cruel scores of 75.00 and 82.19. There were contrasts of cruel scores in educating Perusing Comprehension of Expressive Content by Utilizing KWL Methodology in cycle II. The cruel scores in cycle II were higher than that in cycle I. In researcher's supposition, this KWL Methodology is suitable for Junior Tall School understudies in spite of the fact that analyst as it were given six gatherings to instructed in course.

All students of eighth grade from different class at SMP Negeri 9 Banjarbaru still could not be generalized to the finding of this study. However, the English teacher at

SMP Negeri 9 Banjarbaru was suggested to teach reading comprehension by using the KWL strategy.

## **5 CONCLUSION**

Based on reading and discussion displayed over, analyst comes to reply investigate address expressed prior as conclusion. The analyst had connected educating Perusing Comprehension of Clear Content of creatures by Utilizing KWL Methodology. This technique is successful and fitting in progressing students' reading comprehension.

By and large, execution of KWL Technique was partitioned into three exercises; (1) pre-activity, (2) whereas learning movement, and (3) post-activity. From perception result may well be appeared the change of the analyst in instructing perusing comprehension of expressive content of creatures; (1) analyst made recreations by giving few clues to understudies to figure the covered up pictures and opened it bit a bit, (2) the analyst appeared colorful pictures of creatures, (3) analyst seem make understudies more dynamic in inquiring questions in English by using their foundation of information related to the subject, (4) analyst permitted understudies to select their bunch of individuals, (5) analyst gave work out to understudies by composing down modern vocabularies on whiteboard and were inquired to discover meaning of modern words from lexicons, (6) analyst might make understudies cheerful, feel appreciate, and had great soul and had more inspiration in learning perusing, and (7) analyst seem oversee the time in instructing more successfully since the analyst got consent from the instructor to have English course without break time in between the third and fourth assembly in Wednesday.

The result from the observation checklists in cycle II shown the increased of the students' activity in class. It was found that more than 14 of 32 students were active in the first session and more than 19 of 32 students in the second session. It can be said

that the observation in cycle II was successful because most of the students more active from one meeting to next meeting in class.

The execution of KWL Procedure is compelling and fitting to move forward understudies Perusing Comprehension of Expressive Content in finding out primary thought, word implications, and detail data. This was shown by the reflection result given to understudies in each cycle. Result of Reflection score in Cycle I and Cycle II were 59.69 (X1), 67.19 (X2), 75.00 (X3) and 82.19 (X4). Based on the comes about, it appeared the increment of the students' advancement and it demonstrates that through KWL Procedure progress the students' perusing comprehension particularly by comprehending expressive content of creatures.

KWL Methodology might made a difference both the analyst and understudies. It made a difference the analyst to be more imaginative and intuitively in educating and learning and the understudies can too ended up superior perusers, be dynamic scholars whereas they examined, be more dynamic in finding data they require, and more dynamic to specific their opinions. All understudies of eighth review from diverse course at SMPN 9 Banjarbaru still might not be generalized to the finding of this think about. Be that as it may, the English educator at SMPN 9 Banjarbaru was proposed to educate Perusing Comprehension by Utilizing KWL Technique.

Analyst would like to form a few proposals for an English educator and other analysts based on truths over. It suggested that KWL Procedure may be utilized by an English instructor to overcome students' difficulties in perusing course particularly in Perusing Comprehension of Clear Content. It is additionally recommended for other analysts to do comparative inquire about through KWL Technique with way better translation or usage.

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